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**EFL Student's Attitudes Towards Written Feedback**  
**Case study: Second Year Students of English at Kasdi**  
**Merbah University Ouargla**

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## ***Dedication***

***This work is dedicated***

***To our dear parents***

***To our brothers and sisters***

***To our friends***

***To all our relatives***

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## **List of Abbreviations**

**FL:** Foreign Language

**FLA:** Foreign language acquisition

**L2:** Second Language

**SLA:** Second language acquisition

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## **General Introduction**

### **1. Background to the Study**

The development of a good writing skill is regarded as a way of achieving communication. Nowadays and by the increase of electronic communication the demand to write in English has increased; and because writing is used for a wide variety of purposes it is produced in several forms (Harmer, 2004).

For FL/SL, learners to write in English is a complicated and a vague process; due to their skills, attitudes, and background according to (Harmer, 2004) writing in English is regarded not only as a challenging process practice but also a complex process.

As Hyland (2003) claimed, it seems that all most FL /SL learners have negative attitudes towards feedback firstly learners are not really interested in feedback. Secondly learners are not aware of the role and the importance of feedback in their drafts, so teachers should respond to all aspects in the students' texts as grammar structure and organization of ideas this does not mean that he is obliged to cover all the students texts at all stages of the writing process (p.11).

### **2. Statement of the Problem**

For decades, writing has been a real problem for FL/SL learners. Non-native writers find writing more difficult than other language skills. For the Algerian learners writing is affected not only by Arabic but also by French and that is shown in their written texts that's what causes problems for the EFL students at KMOU while composing essays in English.

### **3. Purpose of the Study**

The overall aim of the present research is to find the extent to which second year students at KMOU neglect the written comments given by their teacher on their essays. Also to assess the effects of the written comments and attitudes of students toward it; moreover emphasise the value of the revision process.

## **4. Research Questions**

The present study aims at answering the following questions:

- 1- Why do second language learners neglect written feedback given by their teacher?

Under the main question three sub questions are posed:

1-1 Are FL learners aware of the importance of feedback on their drafts?

1-2 Is feedback really beneficial to improve the writing skill L2 learners?

1-3 What procedures do students use to process teacher written feedback?

## **5. Research Hypotheses**

To answer the above mentioned questions the following hypotheses are formulated:

- 1) There is a significant change into the learners writing skill after feedback.
- 2) The learners are not aware of the importance of feedback.
- 3) Learners would ameliorate the form of their essays if teachers feedback is related to grammar and language use.

## **6. Outline of the Dissertation**

This dissertation consists of five chapters. Chapter one starts with background to the study. Then, statement of the problem and the purpose of this study are provided at the end of this chapter the research questions and hypotheses are formulated. The following chapter addresses issues in EFL writing. it is divided into two parts. The first one is teaching English as ESL /EFL writing and stages of writing process. Then , the assessment of Second language writing , while the second part is about the teacher written feedback including content feedback and forms of feedback Then the validity and reliability of the present study were discussed. Afterwards, Chapter Four presents the findings and its discussion. Consequently, chapter Five concludes the whole study. This concluding chapter contains summary of the major findings, the study limitations, and suggestions for further research. Ultimately, the linguistic and the implications of the findings are propose

# **Chapter One**

## **Review of Literature**

### **1. Introduction**

This chapter establishes the theoretical framework of the present study that addresses the issue in EFL writing. It is divided into two parts. First one is teaching English as EFL writing and stages of writing process then the assessment of Second language writing, while the second part is about the teacher written feedback including content feedback and forms of feedback.

### **2. Teaching English as ESL /EFL**

#### **2.1 The Nature of Writing**

Traditionally, language was spoken, but after centuries «graphic symbols» were established that is letters or combination of letters which represent the sounds made while speaking (Byrne, 1988). In other words the written language is seen as the representation of the spoken form of language. Recently writing is much considered as an act that distinguishes human which «normally requires some form of instructions» (Tribble, 1996).

Researchers believed that before dealing with any writing task such as ‘writing diaries,’ some instructions should be given or involved, in addition writing is defined as a means of communicating ideas and thoughts as (Rozakis, 2004) stated that: « writing is a powerful means of communication because it forms and shapes human thought in any open society, everyone is free to write thereby share information with others » (p.21). In conclusion, writing is a creative process for communicating ideas in specific context

## **2.2 The Role of Writing in FLA / SLA Learning**

Two main questions while speaking about second language and foreign language writing are raised. The first one is how do students learn to write?. The second is how writing contributes to the learning of second or foreign language? Harklu (2002) notes that researchers focus more on the first question while neglecting the other, but the role of writing is crucial in developing FL / SL learning and can not be denied (p.342). To begin with writing pushes L2 learner to go beyond their oral language and leads them to use their creativity by applying and practicing the learnt concept in a new context that will make them adopt responsibility for their learning (Raimes, 1983), writing enhances student's grammatical and lexical knowledge, and it is a means of reinforcing language that has been taught. (Harmer, 2004). Furthermore, through writing the individual became more organized not only their daily affairs; but also in expressing ideas and arguments (Tribble, 2003) researchers also agree that summarizing, analysing and synthesising will help students in making relation between concepts and events. As a result, writing has been involved in the research disciplines and within the educational programmes as well.

## **2.3 The Role of Reading in EFL Writing**

Researchers such as Krashen (2004) and Kroll (1990) claim that the ability to write is usually acquired and improved by being involved in several reading tasks, which they consist of the appropriate input from which a writer can learn the conventions of writing. Students unconsciously through reading acquire a new large amount of vocabulary as well as new structures which may be used in their writing later on.

Some other researchers seem to agree with the same idea that reading is significant foundation for improving a good writing skill, they claim that after conducting their studies that they found out that the most accomplished readers produce essays showing better writing skills such as organization. After conducting their studies, they come to a

conclusion that the most competent readers produce essays showing better organization and extensiveness in their writing (Hudson, 2010).

Reading ,therefore,improves the students' background in their writing by activating their schemata to tackle different topics in different genres such as literature, sciences, economics , and so on with different degrees of difficulty or familiarity as an example **British students** may find the topic ' **comeuppance**' hard to develop since it is unknown to their culture . Thus, unless they read on this topic they will not improve the content of their essays on the opposite they rich their background knowledge which makes them **confident** writer.

### **3. Stages of Writing Process**

As a recursive process writing has several stages concerning the number of the writing stages it is important to note that there is no agreement among researchers about the exact number of stages , for example according to( Harmer ,2004) the writing process consists essentially of four stages : planning , drafting ,editing , and final draft, meanwhile, (Tribble,1996) considers that the final essay is the result of several activities , such as prewriting , composing , drafting , revising ,editing ,and publishing . A typical division would be the one that consists of prewriting, drafting, revising and editing, writers do not follow the stages of writing and they do not give them any importance, although these stages should be followed as a way of good writing since the writer can jump backward or forward to any stage, returning to the library to search for more data then, revising the plan to accommodate new ideas or rewriting after peer feedback (Hyland, 2003).

The following is a detailed description of the basic writing stages that student's follow in the writing process:

### **3.1 Pre Writing**

In this stage the writer would do some kind of creation by following strategies such as brainstorming and free writing where the writer will bring all his background knowledge and specify the audience he is writing to, and also the purpose of the writing process. (William, 2001).

#### **3.1.1 Brainstorming**

The first step the writers do before starting to write is brainstorming which means students storm or search their brain for ideas (Brown and Hood, 1990). This step should be done by the students themselves or in collaboration with their peer or teacher after an oral discussion in the classroom , students' start writing down the ideas directly and without worrying about if these ideas will be useful or not, and if the used expressions really exist in English or not (ibid) .

During brainstorming learner focus only on writing ideas without worrying about the neatness and the correctness of ideas(ibid) ,also in this stage teachers are not allowed to criticize or correct even strange ideas of students ,after that student start generating and writing down the words and phrases randomly and making connection between concepts (Harmer,2004).In this sense , this technique enhances the students creativity and their critical thinking also.

#### **3.1.2 Freewriting**

This technique is similar to brainstorming in the point of being judgmental, freewriting is also called quick writing it has the purpose of generating ideas, in addition to that it tries to overcome the problem of writer 'block', it is characterized with being written continuously without stop, another characteristic is that by the use of freewriting the writer focus more on content rather than form (Hedge,2005).Furthermore, this strategy is used as a warm up activity which help writers to go in their writing freely (Brown and Hood,1999).

### **3.2 Drafting**

To be successful in the drafting stage students' need to be encouraged to imagine an audience to write to, since the goal of writing is to write for others to read. Teacher has to convince students with idea that they are writing as a first draft that will be revised later on. So it is not an necessary for the draft to be perfect because drafting is an imperfect as (Kroll and Flor ,2006 ) advise that it is important for both students and teacher to consider these texts only as drafts and subject that is need to be revised because many students show a resistance invest and additional work when they « fully »written a text however,the teacher can train students to identify the feedback options that will allow them to revise their work when necessary drafting provides students with an appportunity to revise the first attempts of writing a text.

### **3.4 Revising**

Composing and drafting do not mark the end of the writing process because they are followed by another activity which is revising Tribble(1996) claime that :«writers are continously reading through what they have written and making corrections to ensure both clarity of expressions and factaul , gramatical accuracy »(p, 11) .Also the revision process can be done by other readers or editors whom may comment and suggest corrections as Harmer (2004). stated that researcher are looking at the revising stage as problem solving process that could be achieved through the stages of diagnosing and operating, first the writers recognize and identify the problem for instance the writers compare what they had written with the intended text after they make the appropraite changes.

### **3.4 Editing**

At the end of revision stage the writer begins the act of Editing in which he makes substantial changes of the gramatical and lexical errors found in the first draft before publishing the final product or essay .Writer pay attention to spelling , punctuation, and hand writing because the writer sometimes may make changes in



this process of Editing like make a minor lexical and syntactic changes , so the writer need to read his paper (Harris, 1993) said that : « there is always a need for reading back over the text so far developed \_ whether this is only part of draft of a full draft ... to ensure that the text is maintaining an overall coherence. Poor writers ...rarely review or scan back even when a draft is finished ». (See figure 01 .p,8)



**Figure 1: The Writing Process Wheel according to Harmer (2004)**

#### **4. Assessment of Second Language Writing**

Assessment is seen as unwelcome process by almost all teachers which may end the good relationship they built through teaching but assessment is important in the teaching process as (Hyland, 2003) stated that :« teachers often regard assessment as unwelcome task with the potential to undermine the relationship they have created with their students »(p,212 ).

## **4.1 Types of Assessment**

Writing assesment as (Hyland, 2003). States that it refers to the variety of ways use in gathering information learners' language ability or achievment .Assessment can include direct or indirect test or both which use writing as a tool to test the language abilities such as gramatical accuracy or measuring the writing proficiency through writing essays .

Assessment in classroom according to (ibid) can be either 'formative' which is done while students' are writing their essays, and it designed to identify a learners' strenghts and it designed to identify a learners' strenghts and weaknesses to remidial action or it can be 'summative' which on the other hand come at the end of the task of writing and it is concerned " summing up "how much a student has learned (p, 213).

## **4.2 Techniques of Assessment**

It seems that direct assessment is a good process for assessing students' writing but it does not mean that is scoring and assessing students' written essays is an easy task to do ; on the opposite ranking students' essays is an exhausting task and it successfulness completely depends on chosing suitable technique of assessment. In English language classroom writing teachers usually use a 'holestic' or 'analytic' (primary) scoring to evaluate students' written essays (O'mally and Valdez Pierce, 1996).

Holistic scoring refers to 'overall judgment' of the writing ability (Jonson and svingby ,2007).This scale relies on a variety of criteria to produce a single score the criteria defined by a rubrics assinged by trained to respond consistently to the same writing features(ibid).

On the one hand, holestic scoring has some positive aspects such as helping raters to grade writer into the appropraite classes; furthermore, draws attention to the writer's achievement. On the other hand holestic scoring is not a perfect assessment technique because it can't show to the writers their real deficiencies.

In analytic or primary scoring the raters score different aspects of writing depending on the objectives of assessment, in other words the trait could focus more on one criteria such as language base (ibid).

## **5. Teacher Written Feedback**

### **5.1 Definition of Written Feedback**

Feedback is widely seen an educational need for couraging and it is instructions that student recieve about the quality of a given task (Hyland, 2003). In writing, feedback is related to the comments of a reader about the learners' written essays. In this way summative feedback is designed to evalaute writing as a product, has generally been replaced by formative feed back that is to promote student writing and consolidate (Hyland and Hayland, 2006).

### **5. 2 Importance of Teacher Feedback**

Teacher written feedback is considred as an important element in EFL language classroom writing and it plays a crucial role in helping students to learn how to write (Raimes, 1983). As (Leki, 1998) claimed that: although the written comments of the teacher are time cosuming the teacher continue placing them on the paper of the students due to several reasons. Teachers believe that the evaluation makes sense when the comments are written. Furthermore written comments provide a parmanent record, so student can refer to them when ever there is a need.

Additionally, teacher feedback «serves not only to let students know how well they have performed but, also to increase motivation and build a supportive classroom climate»as (Richard and Lockahart, 1996, p.188) asserts. Indeed feedback is considered as a strong motivation because it guides students through their revision due to feedback students can notice their writing problems and handle them.

In brief, written feedback has a vital role in motivating the subsequent revision; feedback helps learners to produce texts with minimal errors and maximum clarity.

## **6. Feedback on Form**

Teacher while giving feedback on students' essays at the meaning level usually consider many issues, they think about the tone of feedback they are giving.

### **6.1 Tone of Teacher Written Feedback**

Teacher can accomplish the purpose of the assessment process which is shedding the light on the strengths and deficiencies by giving a negative or positive feedback.

Complementing or giving a positive feedback on students' writing is very important reinforcement for the students to build self esteem, obviously and without a doubt encouraging students is important but it is not sufficient to improve students writing because criticism or negative feedback is helpful in drawing the attention to deficiencies negative comment can lead to a positive result when the teacher shed the light on students deficiencies on writing and suggest ways to work on them ( Hyland and Hyland,2006).

### **6.2 Location of Teacher Written Feedback**

After reading the whole essays the teacher think about the location of their feedback. Usually teachers assign marginal or final endnotes; marginal comments are those remarks that's the teacher writes on the margins of the student's text and usually express the teachers' reaction to a particular issue in a text, such as the clarity and the organization of ideas. Final or endnotes on the contrary are more organized and easy to be read because they offer a summary of the teacher responses to the whole text (Ferris and Hedgcock, 2003).

## **7. Feedback on Content**

Teacher written feedback may take different forms direct or indirect also it may take the form of comprehensive or selective.

## 7.1 Direct Versus Indirect Feedback

Commenting on the linguistic issues of students' written essays is often regarded as a direct (explicit) or indirect (implicit) feedback. Direct feedback takes place when the teacher points out the errors location and correct it (Bitcher et. al, 2005).in addition to that as( Lee ,2003) defined direct feedback as the overt correction of student errors , One advantage of the direct feedback is that is shows to the students how to correct their errors (Ellis, 2009). On the other hand indirect feedback is when the teacher singnals the errors but doesn't correct it. Correcting codes as suggested by Byrne (1988) are used.The use of such technique makes correction rater (Hyland, 2003). In addition as (Lee, 2003) claims when the teacher corrects the student draft he puts codes, symbols, or verbal comments in a certain line. So direct feedback more beneficial then the indirect feedback as (Ferris, 2003) from (Hendrickson, 1980) suggested that direct feedback may be more helpful on final graded version of student papers (P.56).

**Table1.Types of Error Feedback according to (Icy Lee, 2004 P .154).**

Type of error feedback	Explanation	Example
Direct feedback	<ul style="list-style-type: none"> <li>Locate and correct errors</li> </ul>	<ul style="list-style-type: none"> <li>Has <u>went</u><sup>gone</sup></li> </ul>
Indirect feedback (Direct location of errors)	<ul style="list-style-type: none"> <li>Locate errors</li> <li>Locate errors and identify error types</li> </ul>	<ul style="list-style-type: none"> <li>Has <u>went</u><sup>verb form</sup></li> </ul>
Indirect feedback (Indirect location of errors)	<ul style="list-style-type: none"> <li>Indirectly locate errors</li> <li>Indirectly locate errors and identify error types</li> </ul>	<ul style="list-style-type: none"> <li>e.g, putting a mark in the margin to indicate an error on a specific line</li> <li>e.g, by writing "verb form" (or "v") in the margin to indicate a verb form error on a specific line</li> </ul>

## **7.2 Comprehensive versus Selective Feedback**

It is well known that every teacher has a special method when dealing with errors of learners writing. In one hand selective feedback seems to be the best way when teacher practice his feedback because it so beneficial for learners to improve their writing as (Truscot,2001) claimed, so teacher should practice selective feedback when correcting grammatical errors of the students writing wheather errors are 'basic'or 'obvious'as (Lee ,2003) claimed, in addition selective error feedback is most likely to result pedagogical and empirical finding (Ferris,2010).In the other hand ; comprehensive feedback is another method for correcting gramatical errors of learners but it seems that is very difficult method to understand by students' and also cosuming teachers' time and effort as (Lee,2003) states: « they may up spending time and effort improving students' writing style , a part marking grammatical errors »(p,218) ; comprehensive feedback also failed to find some students errors( ibid) ,and give chance to students' to commit errors freely as (Lee cited in Ferris, 2002) claims « it is realistic to expect that L2 writers production will be error free »(p,218).As a result,comprehensive feedback desagreebale and demotivating students writing , and consuming time of teacher . Thus, teachers must follow feedback as agood method for correcting grammatical students' errors.

## **8. Reaction of Students to Written Feedback**

All students believe that feedback is a very important process to improve their writing especailly the written comments are more important for them then the other types of feedback such as peer feedback and self feedback and recorded feedback as (Leki,1991) claimed ,in addition students prefer their teacher to comments on their writing on both content and form as (Lee,2008) stated" although they also want the teachers to comment on content and ideas of their writing "from Hedgcock and (Leki ,1991).In addition to that students reaction is infleunced by teacher written feedback « students reaction is infleunced by the instructional context in which feedback is devided (ibid). In addition to that,

students are believe that teacher written feedback is useful because it help them to amiliorate their skill of writing as (Lee, 2008) said : « L2 student believe that teacher feedback is useful and can help them improve their writing » (p,145) .

## **9. Conclusion**

This chapter reviewed the related literature of the present study. It summarized the wriring process and the role of feedback in improving the writing skill of FL /SL learners and the reaction of the students to the given feedback.

## **Chapter Two**

### **Methodology and Data analysis**

#### **1. Introduction**

This chapter is devoted to the methodology in conducting the present study. It introduces the research methods and the population. Then, it deals with data collection: quasi-experiment and questionnaire. Finally, this chapter concludes with discussing the validity and the reliability of the present study.

#### **2. Research Methods**

This study adopts a descriptive, analytical, and critical method in analysing and interpreting the data collected from the questionnaire and diagnose the pre-test writing session, and the post- test, to be clear its describes analysis the the collected data and finding of each test. After that, it shows the differences between them in relation to the results obtained from the questionnaire.

#### **3. Participants and Setting**

The population of this study is second-year students of English at Kasdi Merbeh University Ouargla, during the Academic year 2015-2016. During the fourth semester the whole population comprises 30 students they were divided 10 males who represent (33, 33%) out of the total, and 20 females who embody the rest ratio (66, 66%). From the results of part I (Background information) of the questionnaire, the majority of the participants are between the age of 20 and 25 year. However, the majority of the students consider themselves as good or ordinary in writing.



## **4. Data Collection**

### **4.1 Questionnaire**

The present study includes a questionnaire which consists of 40 questions divided into three parts starting with the background information then, the attitudes and responses of students to the teacher feedback. The last part is about the students preferable types of teacher written feedback (see appendix A).

### **4.2 Pre-test**

This study is conducted in the aim of assessing the level of writing. In this step students were asked to write essays in English about a topic they are familiar with and that suits the student's level. Through following the stages of the writing process the students are asked to write in an hour and a half and they will be marked and given feedback on that.

### **4.3 Training Sessions**

The students' benefited from a lesson that took one week and that presented the writing stages after that students started to write on a topic they are familiar with following given instructions and without the use of the dictionary or the help of the teacher.

### **4.4 Post-test**

The post-test follows the writing session. It takes one hour and a half. Again as in the pre-test, this test chooses a free topic in English that suits the students level this test also will be marked

## **5. Data Analysis**

Both pre-test and post test were collected. Pretest data were collected from the first drafts of students' compositions and posttest data were taken from their revised drafts. The composing task started after giving students some instructions. The researcher did not inform them that the data are for the purpose of an experiment so to get spontaneous

answers. Infact, writing the first draft was done in the classroom because the researcher aimed at ensurig that students wrote individually and fluently. After finishing the first draft the researcher gathered students' essays and told them that they would have to revise those essays at home to make sure that students revised their essays, after receiving teacher written feedback. During the period of the quaxi-experiment, the results will be manipulated out of 100% with the support of Excel 2010 Software program. The pre-test aspires to discover the mean of the extent to which K M U O second year students neglect the written comments provided by their teacher on their essays, and if they pay any attention to the written feedback to enhance the level of their writing . Also aims to assess the effects of the written comments and attitudes of students toward it, and if student really take the teacher written feedback on their essays into consideration, moreover, to emphasize the value of the revision process and to check if students find the teacher comments beneficial in improving their level in writing.

## **6. Validity and Reliability**

This section introduces the validity and the reliability results' of the present study. Matsuda and Silva (2005) claimed that an instrument is valid if it measures when it measures data. Validity can be improved through selecting a sample carefully, and appropriate instrumentation Cohenetal, (2005), firstly the researcher selects voluntary random sample that would represents the whole population. Secondly, he selects Comprehensive tests. Concerning the second term, reliability is to apply the suitable techniques to analys the collected data this study gathered data from the participants with different views through pre-test and post-test then, a questionnaire that is consists of 14 questions devoted to the same sample of the pre-test and post-test .then, two essays were given to two teachers with different methods of giving feedback to correct them ,then acomparison between the two. (See appendix D).

## **7. Conclusion**

This Chapter presented the methodology. It discussed the research methods, the population of the study, and data collection of the pre-test the post-test followed with a questionnaire. Then the validity and the reliability of the present research were discussed.

## **Chapter Three**

### **Results and Discussion**

#### **1. Introduction**

The present chapter introduces the results obtained from the analysis of the questionnaire and the results from the pretest and the post test and an interpretation for the questions suggested in the first chapter.

#### **2 .Pre-tests Analysis**

In this test each student wrote an essay and they were free to choose the topic, during one hour and a half. The objective of the test is to diagnose the errors committed by the students . The sample involved twenty six students who were not informed that the data are for the purpose of experiment , After the writing process, the essays were gathered by the researcher , marked and given feedback . Table1 represents the results obtained from the pre-test.

##### **2.1 Scoring Students' Essays**

The teacher-researcher has chosen to rate essay on different aspects of writing such as the organization of ideas, content, punctuations...,etc. For scoring the writers' drafts, the researcher adapted a scoring rubric including the comments and marks in order to check if the students pay attention to the given feedback or not. (see appendix B).

**Table2. Pre-test and Post-test Results**

Students	Pre-test	Post-test
1	4	10
2	5	12
3	4	11
4	5	12
5	6	12
6	7	12
7	9	13
8	10	15
9	11	16
10	13	16
11	4	10
12	15	17
13	5	10
14	7	12
15	5	13
16	7	14
17	8	15
18	9	15
19	11	16
20	13	17
21	11	15
22	7	14
23	5	10
24	8	13
25	8	13
26	4	10
26	X= 7,69	X=13 ,07

The Table demonstrates that the marks are under the average ( $X=7,69$ ).the frequency of the scores of 26 students are summarized as follows:

$$7 \geq 10 \rightarrow 73.07 \geq 10$$

$$19 < 10 \rightarrow 26.92 \geq 10$$

### 3. Questionnaire Analysis

This section presents the results of the questionnaire. As stated in Chapter Three, the first part of this questionnaire i.e. background information is used for the participant's profile. The other two parts are discussed bellow.

#### 3.1. Attitudes of Students to Teacher Written Feedback

**Table 3. Attitudes and responces of students to teacher written feedback**

**Q4:** How important is your teacher written feedback to your writing?

	Number	Percentage
<b>Extremely important</b>	12	40%
<b>Very important</b>	10	43 ,33%
<b>Important</b>	8	26,66%
<b>Not important</b>	-	-
<b>Total</b>	30	100 %

Table 3 describes statistically the results that investigate students attitudes and responses to feedback and it shows that the majority of the students think that feedback is very important in the writing process and that is represented by (46,33% )out of the total while (43,33%) of the participants believe that feebback is exteremly important. (6, 33%) out of 100% think that feedback is important to improve their wirting while only (3, 33%) of the participants agreed tha feedback is not important.

**Q5:** How much attention do you pay to the written feedback?

**Table4. Attention paid to the feedback**

	Number	Percentage
<b>Alot</b>	13	43,33%
<b>Some</b>	14	46,33%
<b>Alittle</b>	02	6 ,33%
<b>None</b>	01	3,33%
<b>Total</b>	30	100 %

According to Table 4, students (46, 33%) said they pay some attention to the feedback given by their teacher because its draws their attention to the comited mistakes. (43, 33%) students declared that they pay a lot of attention. (6, 33%) stated that they pay a little attention to feedback during the writing process and only (6, 33%) of the students said tha they do not pay any attention to feedback.

**Q6:** Does your teacher feedback motivate you to revise your essay?

**Table 5. Feedback as a mean in motivating the revision**

	Number	Percentage
<b>Yes</b>	26	86,66%
<b>No</b>	04	13,33%
<b>Total</b>	30	100 %

Studying the findings of table 5 it is observed that 26 out of 30 students (86,66%)considered that teacher feedback motivates them to revise their drafts.4 students(4.35%) said that feedback does not motivates them to revise their essays.

**Q7:** How many times do you read your drafts after you receive the teacher written feedback?

**Table 6. The amounts of reading the feedback**

<b>First draft</b>		
	<b>Number</b>	<b>Percentage</b>
<b>Allo fit</b>	13	43,33%
<b>Some of it</b>	10	33,33%
<b>Feedback only</b>	04	13,33%
<b>None of it</b>	03	10%
<b>Total</b>	30	100 %
<b>Second draft</b>		
	<b>Number</b>	<b>Percentage</b>
<b>Allo fit</b>	10	43,33%
<b>Some of it</b>	04	13, 33%
<b>Feedback only</b>	08	33,33%
<b>None of it</b>	03	10%
<b>Total</b>	30	100 %

Table 6 shows no significant difference of the amounts of reading the feedback between the first draft and the second draft. (43, 33%) reported that they reread both their texts and teacher feedback. Those Students revise the feedback of their teacher in order to make their essays more coherent. (33,33%) stated that they read their texts, including teachers' feedback in the first draft on the whole, students appeared to pay attention to teacher feedback and to their written essays, and they tried to make revision according of this feedback.



**Q8:** How did you find your teacher feedback?

**Table 7. The ability of the feedback comprehension**

	<b>Number</b>	<b>Percentage</b>
<b>Very easy to understand</b>	17	56,66%
<b>Quite easy to understand</b>	06	20%
<b>Very difficult to understand</b>	02	6,33%
<b>Quite difficult to understand</b>	05	16 ,66%
<b>Total</b>	30	100 %

Table 7 shows that more than half of students (56, 66%) found no difficulties in understanding the teacher feedback. Because the teacher's written feedback seems to be clear and easy for students to understand. Yet, (20%) of students said that they find feedback quite easy to understand. (16, 66%) said that they did not find it easy to understand this feedback. When justifying their responses were that the teacher codes are not clear while only two students representing (6, 33%) said they find it Very difficult to understand the feedback of the teacher

**Q 9:** What do you do after you read your teacher feedback? (You can tick more than one box).

**Table 8. Students' Responding Strategies**

	<b>Number</b>	<b>Percentage</b>
<b>Consult a grammar book</b>	08	26,33%
<b>Consult a dictionary</b>	11	36,66%
<b>Just rewrite the draft</b>	08	26, 33%
<b>Refere to the course</b>	09	30%
<b>All of them</b>	06	20%
<b>Total</b>	30	100 %

Table 8 presents divergent answers .6 students (20%) refer to all the available suggestions. 8 of them (26, 33%) Just rewrote the draft and Consult the grammar book. (30%) refere to the course also 11representing (36, 66%) out of the whole consult a dictionary.

### 3.2 Student's Preferable Types of Teacher Written Feedback

**Q10.** Where would you prefer your teacher to place feedback?

**Table 9. Feedback location**

	Number	Percentage
<b>In the margin</b>	08	26,33%
<b>At the end</b>	11	36,66%
<b>The place does not matter</b>	11	36,66%
<b>Total</b>	30	100 %

It appears from the above Table that 08 students (26, 33%) preferred marginal comments because they make the revision easier.eleven students (36, 66%) preferred the feedback at the end of the eassay .There are 11 students did not give importance to the place of feedback.

**Q11:** Which writing aspect would you prefer the teacher feed back to focus on?

**Table10. Focus of teacher feedback.**

	Number	Percentage
<b>Vocabulary</b>	05	16 ,66%
<b>Grammar structure</b>	07	23,33%
<b>Flow of idea</b>	02	6,33%
<b>All of them</b>	16	53,33%
<b>Total</b>	30	100 %

According to the results from the above table the majority of the students (53, 33%) expressed their need of receiving feedback on all the writing aspects. 07 students (23, 33%) wanted the feedback to focus on the Grammar structure.05 of 30 students (16, 66%)

wanted the teacher feedback to focus only on the vocabulary mean, while just 02 students preferred that the feedback would be on the flow of idea

**Q12:** What kind of feedback would you prefer to receive?

**Table11. Feedback tone.**

	Number	Percentage
<b>Negative feedback</b>	12	40%
<b>Positive feedback</b>	04	20%
<b>Both of them</b>	12	40%
<b>Total</b>	30	100 %

It is clear from the table that 12 of the students look forward to receive a positive feedback .another 12 students (40%) would like to receive both negative and positive feedback .yet only 04 of students favored to get a positive feedback.

**Q13:** What kind of grammar feedback would you like to receive?

**Table 12. Grammar feedback.**

	Number	Percentage
<b>Direct correction</b>	25	83,33%
<b>Uncoded feedback</b>	03	10%
<b>Coded feedback</b>	02	6,66%
<b>Total</b>	30	100 %

Studying the findings of Table 12 observed that the majority of the students (8, 33%) of the students wanted to correct their errors by themselves, (10%) Students on the other hand, favored uncoded feedback through underlining the errors. (6, 66%) of students only wanted to receive code feedback.

**Q14:** How would you like your teacher to deal with your errors?

**Table 13 .Comprehensive or selective feedback**

	Number	Percentage
Comprehensive feedback	20	66,66%
Selective feedback	10	33 ,33%
<b>Total</b>	30	100 %

Table 13 shows that there is a difference between students' preferences for selective or comprehensive feedback. 20 students (66, 66%) chose comprehensive feedback, yet ten students' selected selective feedback.

#### **4. Post-test analysis**

The Table14 demonstrates that the marks o of the students had improved ( $X=13, 07$ ), and the results are summarized as it shows:

$$26 < 10 \rightarrow 100\% \geq 10$$

**Table14.** The students Pre-test, Post-test, and difference Scores

Students	Pre-test	Post-test	Difference
1	4	10	+6
2	4	12	+7
3	5	11	+7
4	6	12	+6
5	7	12	+5
6	9	12	+4
7	10	13	+5
8	11	15	+5
9	13	16	+3
10	4	16	+6
11	15	10	+2
12	5	17	+5
13	7	10	+5
14	5	12	+8
15	7	13	+7
16	8	14	+7
17	9	15	+6
18	11	15	+5
19	13	16	+3
20	11	17	+5
21	7	15	+7
22	5	14	+5
23	8	10	+5
24	8	13	+5
25	4	13	+5
26	4	10	+6
26	<b>X= 7,69</b>	<b>X=13 ,07</b>	<b>D=5 ,38</b>

Comparing the means of the pre-test and post-test, it was found that students' recorded a pre-test mean, ( $X=7,69$ ). And a post-test test mean, ( $X=13,07$ ) is highly greater than the pretest mean as a result, the experimental group recorded a significant mean difference ( $D=5.38$ ). This result hints at students' improvement due to the manipulation of teacher written feedback. The majority of the students made substantive changes through adding relevant ideas and making their essays more coherent due to the revision of feedback of and taking it into consideration.

Moreover, it is portrayed, through table 15, that there is an increasing in the students recorded a significant mean difference ( $D=5.38$ ). This result hints at students' improvement due to the manipulation of teacher written feedback.

**Figure 2.** The pre-test and post –test and differences

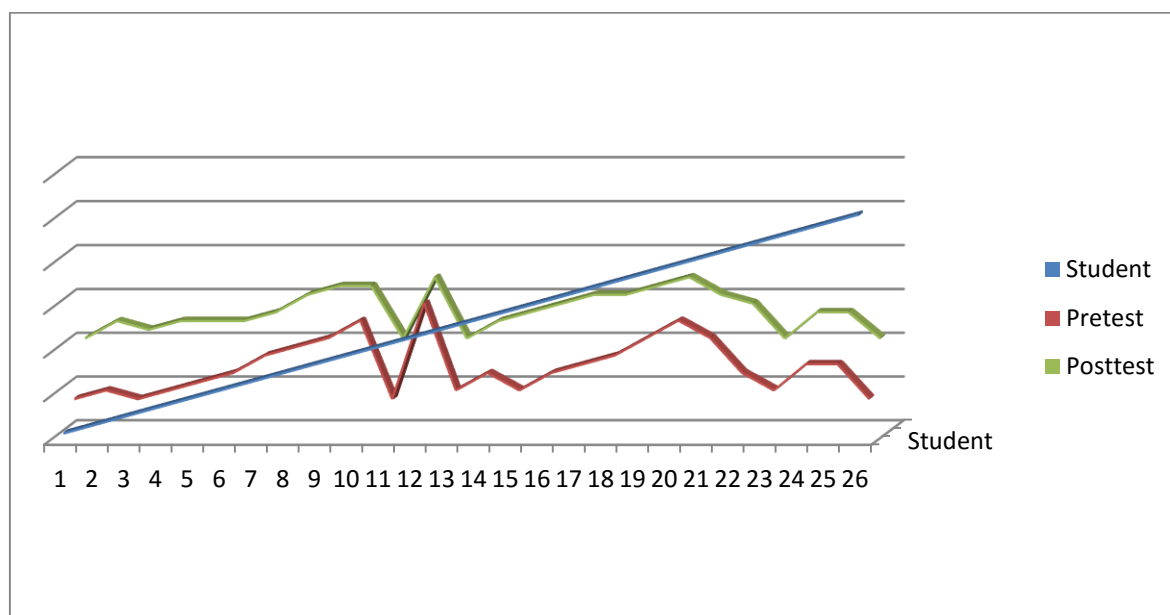


Figure 2 shows that students results in the post-test go upward in accordance with the teachers' feedback which reflects the impact of teacher written feedback is significant in improving the student writing.

## 5. Conclusion

This chapter demonstrated the result of the current study that is to say it analysed the findings of the questionnaire and the pre-test , post-test and made a comparison between them, the nit evaluated the results according to the other researchers .

## **General Conclusion**

This study aims to investigate the effects of the teacher's written feedback implemented on second year EFL students at Kasdi Merbah University Ouargla on their writing skills. It introduced the forms of feedback preferred by EFL students and their effectiveness, the results proved the hypothesis which claimed that: There is a significant change into the writing skill after the written feedback true, the use of the written feedback showed a significant change in the students' writing and that students writing level has improved due to feedback and it is clear in the essays of students. In the pre-test the results showed that more than half of the students scored marks under the average (69,23%), while (30,76%) only took the average, in the post-test the finding showed all students' got the average and that's proved that feedback is important to students .

Moreover, the differential analysis of the findings revealed the answer of the second research question since it stated that the majority of the student are aware of the importance of the teacher written feedback because (46, 33%) of students pay some attention to feedback and that's proves that students aware of the value of feedback. Feedback is beneficial to improve L2 learners writing skill and that is clear in the student's scores after receiving teacher written feedback since almost all students got the average after revising the received feedback , in addition the results of the presnt study revel that teachchers while giving feedback on students essays they follow a certain rubrics which tackle different aspect of writing such as grammar and organization of ideas in scoring students essays. Based on the result of the questionnaire and both of pre-test, and post-test the researchers suggest some recommendation that should be taken into consideration .First feedback is important process and very helpful in improving the writing process so teachers should give an importance to the feedback. Second they faced some difficulties when they receive their teachers' feedback becasuse their teacher feedback is ambiguous and quite difficult to understand so it is seggusted that teachers should give a clear

feedback on the student's essays after teaching feedback codes to students. As it is suggested by (Guse, 2011). L2 teachers may provide students with highlighters then, students colour the errors on the written work. Another way of enhancing students writing is by dividing students into small groups then, provide them with a blank bingo card after that students select vocabulary from a previous written text and write down those vocabulary items in some cards, while writing definitions on other cards then a student read the definition at that moment another student says bingo this technique will help L2 to acquire a new amount of vocabulary (ibid). Moreover, the students may benefit from peer feedback through giving their drafts to their peers in order to correct them that will help them to recognize their errors.



## **Recommendations**

A number of obstacles encountered the researchers while conducting the present research:

- The time was not sufficient to collect data from the participants and that what obliged the researchers to use only three tools to collect data pre-test ,post-test and questionnaire so,as a seggustion for further studies the researchers should take a long time to conduct an experiment with a experimentel and controlled groups
- The students were not so collaborative in conducting the quaxi- experiment or in answering the questionnaire.
- The research carried at only KMU second year student, but its can be generalized in other universities with other levels.
- The lack of references that tackles feedback which pushed the researchers to search for references in other universities.
- The absence of the students in the pre-test and the post -test that's made the research more difficult to conduct.

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## Appendix A

### The student's questionnaire

This questionnaire is a part of research project on the the importance of feed back and the reasons behind the neglecton of second language learners of feedback.

#### Section one: Background information:

1. Gender:

A) Male ☐ B) Female ☐

2 .Age:

A) 20\_25 ☐ B) 25\_30 ☐ C) more than 30 ☐

3. How many hours you study writing in a week?

A) 2 Hours ☐ B) 3 Hours ☐ c) more than 3 Hours ☐

3. How would you rate your skills in writing?

a) Good	<input type="checkbox"/>
b) Excellent	<input type="checkbox"/>
c) ordinary	<input type="checkbox"/>
d) Poor	<input type="checkbox"/>

#### Section three: Attitudes and responses to teacher written feed back.

4. How important is your teacher written feedback to your writing?

a. Extremely important ☐ c. Important ☐  
b. Very important ☐ d. Not important ☐

Please, justify your choice.....

5. How much attention do you pay to the written feedback?

a. Alot ☐ c .A little ☐  
b. Some ☐ d .None ☐

6. Does your teacher feedback motivate you to revise your essay?

a)Yes ☐ b) No ☐

7. How many times do you read your drafts after you receive the teacher written feedback?

**First Draft**

- a. All of it ☐ c. Feed back only ☐  
b. Some of it ☐ d. none of it ☐

**Second Draft**

- a. All of it ☐ c. Feed back only ☐  
c. Some of it ☐ d. none of it ☐

8. How did you find your teacher feedback .....

- a. Very easy to understand? ☐  
b. Quite easy to understand? ☐  
c. Very difficult to understand? ☐  
d. Quite difficult to understand? ☐

Please, justify your choice .....

9. What do you do after you read your teacher feedback? ( You can tick more than one box .)

- A. Consult a grammar book ☐  
b. Consult a dictionary ☐  
C. Just rewrites the draft ☐  
d. Refere to the course ☐  
e. All of them ☐

**Section two: Student's preferable types of teacher written feedback?**

10. Where would you prefer your teacher to place feedback?

- A. In the margin ☐  
B. At the end ☐  
C. The place does not matter ☐

11. Which writing aspect would you prefer the teacher feed back to focus on ?

- a. vocabulary ☐ c. flow of ideas ☐  
b. Grammar structure ☐ d. All of them ☐

12. What kind of feedback would you prefer to receive?

- a. Negative feedback ☐  
b. Positive feedback ☐

. Both of them

13. What kind of grammar feedback would you like to receive?

a. Direct correction ☐

b. Uncoded Feedback ☐

c. Coded Feedback ☐

Others, please specify.....

14. How would you like your teacher to deal with your errors .....

a. Comprehensively? ☐

b. Selectively? ☐

Please, add any other recommendations that you think important to make teacher feedback on writing more effective.

.....  
.....  
.....  
.....  
.....

THANK YOU VERY MUCH FOR YOUR COOPERATION!

## Appendix B Correction Rubric seggusted by Dr .Drid

Rubric	Criterion	Evaluation		
		scale	score	
Presentation & formatting	- Is there an interesting title in the essay?	2,5	0,75	.....
	- Are there indentations at the beginning of each paragraph?		0,75	.....
	- Are spaces within the text well-managed?		0,5	.....
	- Is the text free from typing mistakes?		0,5	.....
Introduction	- Does the introduction contain an interesting lead-in?	2,5	1	.....
	- Is there a well-written thesis statement which reflects its purpose and method of development?		1	.....
	- Is the length of the introduction appropriate to the essay?		0,5	.....
Organization & content	- Are all the parts of the thesis statement developed in the body paragraphs?	5	1	.....
	- Are paragraphs divided according to the main ideas (unity)?		1	.....
	- Are the ideas rich?		1,5	.....
	- Are there transitions between paragraphs?		0,5	.....
	- Do the body paragraphs contain appropriate topic sentences?		0,5	.....
	- Is the organization of the ideas appropriate to the purpose of the essay?		0,5	.....
Style & diction	- Are sentences sufficiently varied?	2,5	1	.....
	- Is the text free from wordiness?		0,5	.....
	- Are the words used concrete and appropriate to the purpose of the essay?		1	.....
Grammar	- Is the text free from grammar errors?	2,5	1,5	.....
	- Are sentences well-structured and express the writer's ideas clearly?		0,5	.....
	- Are fragments avoided?		0,5	.....
Mechanics	- Is the essay free from spelling problems?	2,5	1	.....
	- Is punctuation used correctly?		1	.....
	- Are capital letters used appropriately?		0,5	.....
Conclusion	- Does the essay contain a strong conclusion?	2,5	1	.....
	- Does the conclusion make a point?		1	.....
	- Is the length of the conclusion appropriate to the essay?		0,5	.....
		Total 20		.....
		Mark		.....



## Appendix C

Symbol	Meaning	Symbol	Meaning
<i>S</i>	Incorrect spelling	$\lambda$	Something has been left out
<i>W</i>	Wrong word order	[ ]	Something is not necessary
<i>T</i>	Wrong tense	<i>PM</i>	Meaning is not clear
<i>C</i>	Concord (subject and verb do not agree)	<i>NA</i>	The usage is not appropriate
<i>Wf</i>	Wrong form	<i>P</i>	Punctuation is wrong
<i>S/f</i>	Singular or plural form wrong.		

## Appendix D

### The wedding ceremony.

Five years ago, my unique aunt got married in ~~the~~ summer. It is an unforgettable event and the most enjoyable moments in my life. Although this period of time passed, I ~~am~~ still remembering it even the very small details as if it was yesterday. During the wedding week, the days were extremely exciting because they were full of preparations and celebration of the ceremony. Single present

The preparation of the wedding began one or two months before, but, of course, ~~there are some things to do~~ <sup>we still have some things to do</sup>. For decorating the large room, we put in the corners nice sofas and comfortable furniture, and in the middle we put large tables surrounding by ten chairs. Also the light from the chandeliers added to the beauty of the atmosphere. At the end it was excellently furnished and nicely decorated. By that time, my mother and aunts were preparing the food for the guests.

Directly after ~~the~~ finishing of ~~the~~ the decoration, the girls and I wore white and black skirts. At 3 o'clock, the guests started to arrive. Most women wore fine Algerian traditional robes and heavy jewelers. We served the ladies tea, coffee and the various kinds of Algerian traditional cakes. Suddenly, the sound of the drum gets louder and the bride get in dressed traditional clothes with golden jewelers. Her hands and feet had also been painted with el-hana the night before. She walked too slowly and <sup>was</sup> followed by three women <sup>who</sup> ~~their~~ <sup>was</sup> job ~~is~~ beautifying as briolette. It was nearly nine o'clock, the band was playing the best Algerian songs; we ~~were~~ dancing and ~~having~~ so much fun. I forgot how much tired I was, and I continued till ~~the~~ midnight.

<sup>one</sup> The day later, and when everybody left and the house was quiet, the elders said prayer of thanks for the happy ending of the ceremony, and for me it was a special and a memorable day in my life.

Good narrative

## The Prophet's birth day

Teacher : 1

There is no doubt that Mohammed (pbuh) is the best man in the world since his birth day until the last time. Hence ; our prophet (pbuh) has left a big trace that represent a turning point in islamic nation history. On the 12<sup>TH</sup> day of Rabi Al-awal the third month in the Islamic calendar, Mohammed (PBUH), The messenger of Allah was born. All muslims over the world celebrate and shows their loyalty to the best creature of Allah by decorating the mousques, houses and preparing some Islamic songs and cultural competitions for this unforgettable day.

Hearing the sound of firecrackers and organizing religious activities, we recognize the coming of the anniversary celebration. In this occasion, women prepare a delicious cakes and special meals. In addition to that, they decorate the house by candles and colorful light. Furthermore, men would like to provide all the equipments of celebration and enjoying the moments of commemoration, without forget a naive children who are as beautiful as stras lighting up the dark sky. Concerning aware young man, they intend to read about his life and attempt to participate in a cultural competitions.

This celebration called in Algeria "Elmouloud". Happy and proud, they hold it in the last time in the evening where all the lights shining the city as well as the sound of firecrackers make a loud noise around. Having a dinner together, all the members of family meet in one home. After that, men go to the mosque taking their children with them for entertaining and enjoying the spiritual atmosphere and listening to a religious songs of the prophet. In amazing mood, full of happiness and noble-minded of Mohammed (PBUH), they return home to meet their beautiful ladies shining so brightly in the dark night, caring a dainty cake written on it a different expression of our prophet (PBUH). Then, begin to recite the pomes and some attitude dedicated to his premium life. In addition to display his a famous movie "Elrisala" while children with a little category of youth enjoy exploding the firecrackers.

The prophet's birth day it is an occasion for muslims to show their devotion and affection toward a master of messengers, being the best leader, Muslims consider him as a refrence and example. Thus, to remain his pure soul, memorable life and attempt to emulate some of his high behaviour in their life.



Teacher : 1

### *The biggest crime against parents.*

Parents play an important role in our lives. They <sup>bring</sup> brought us everything we need and without any complaining; however, they have so many socio-economic difficulties. So our duty is to give them respect, love and care. Although our culture says no to the old-age home, the reality today says yes for it. Actually, this <sup>is</sup> an unethical activity has many facts, and for sure it causes certain consequences.

People nowadays send their parents to the old-age homes for many different reasons. One reason is that aged people are becoming older, and youngsters have less patience in handling them and adjusting with them. In addition, their children may become boring in dealing with their parents due to many health problems. There are also sizable number of people who are forced to leave their parents in old-age homes because they have no other choice with their attitudes and behaviours. In some cases, seniors are <sup>insisting</sup> insistent on staying in the country where they have lived in all their lives, but the children worry about their aged parents living alone with potential health and security issues. Another fact is that some parents feel less comfortable and lonely in their own homes where their children are busy with their lives and works as a result they send them to the old-age home for best caring. So, the facts of this phenomenon are matter of individual choice, and they differ from one to another.

Leaving our old parents in the old-age homes is increasing <sup>recently</sup> presently more than any time passed, and surely it has certain consequences. The most important one is that the parents will struggle <sup>in</sup> their lives there alone. Moreover, they may feel more neglected and suffer from isolation. In addition, the old people are doing nothing in those homes except waiting to die. There is no body love them, spend time with them, and no grandchildren to hug them. They feel so useless and sad. Although some people think that these homes are good for the best care and the best ~~the~~ rest, I think that the best care possible can only come from a loved person and only from their children. Any person needs love and support all his life no matter how independent or successful he is.

# The Pit Destiny

God created human being in a beautiful picture and accurate design. Passing over several stages, <sup>on</sup> ~~he~~ <sup>SP</sup> specialize each by its characteristics, starting from childhood, adolescence and agedness. But nowadays, people did not care about the last stage <sup>few</sup> of their life, especially children with their parents. <sup>on</sup> When they became old, they took them to the hospice in order to continue their life in such home. <sup>place</sup> <sup>house</sup> <sup>Place</sup> <sup>sta</sup>

There are very bad effects of home for old people. Building homes and paying agents who work there, the government has to spend a lot of money to <sup>satisfy</sup> offer the needs of these houses. Also when we get rid of our parents, unintentionally we are separating between the generations. Whereas, for each has to benefit from each other. <sup>sp</sup> Thus, to reach the principle of "By a wisdom of old man and the efforts of youth we can stand up together". The other side is full of tensions and burdens. Here, the percentage of suicide is getting up because <sup>reformulate / be clear</sup> the old man <sup>in</sup> when enters the home, he will find himself hopeless and has no importance between his family.

The causes of home for old man include feeling guilty toward the children. They think that is the result of their breeding and they deserve this way of living. Also they could not do the things that <sup>they</sup> used to do in the past when they were youth. Being in this situation lead them to complain and disturb others around them because they have nothing to do any more. In religion aspect, putting parents in such home considered as ingratitude simply if we go backward and think about the hardest stage in human being life which is childhood, then <sup>we</sup> will realize the value of our parents that most of us did not care about them. Moreover, they deny the grace and the efforts they spend in order to grow as man or woman.

It is a pity to read or hear such kind of topics, because as Muslims we should not occur like this phenomenon in any Islamic country. God's instructions by his Holy Quran and our prophet (PBUH) show us the straight path to avoid this immoral behavior. It is high time to think about transform this phenomenon to another institution contributing in developing the country as well as expanding awareness through cultural association and those who are concerned. <sup>?</sup> We have to organize them a lecture that address them directly. By this way, we will reduce the maximum from this phenomenon and make the first step toward development and prosperity.



Teacher : 2

## Welcome to the essay.

Essay is derived from a French word "essayer" which means to attempt or to try. An essay is a short form of literary composition based on a single subject matter, and it often gives personal opinion of the author. In simple words, the Oxford Dictionary describes it as a short piece of writing on particular subject. Essay can be divided into two forms which are: literary and non-literary form. According to the literary type, we find four subtypes which are: descriptive, narrative, expositive and argumentative essay.

accuracy  
of info

The first class of the essay is the descriptive one. The descriptive essay draws a clear picture of somebody or something with words. A writer might describe a person physically or in personality, a place historically or naturally, an event, an object and even a memory of special significance. It strives to communicate a deeper meaning through this description. In this essay type, the writers should show the image and not tell it through the use of colorful words and sensory details. The best descriptive essays appeal to the reader's emotions with a result that is highly evocate. → evocative (ex actness).

punctuation

The second class is the narrative essay. From it, the writer tells a story about a real-life experience, an imaginary or non-imaginary fiction. When writing a narrative essay, the writers should try to involve the reader by making the story as vivid as possible. The fact that the narrative essays are usually written in the first personal pronoun "I" is to help the readers engaging more and living the event as if it is a reality. This "I" sentences give them a feeling of being part of the story. A well crafted narrative essay is done only towards drawing a strong conclusion and making the person's statement.

revise  
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sentence

Through  
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of essay

The third class of the essay is the expository one. An expository essay is an information piece of writing that presents a balanced analysis of a topic. By it, the writers can explain or define a certain subject using facts, statistics and examples. Expository writing has a wide range of essay variations, such as: comparison and contrast, the cause and the effect, classification, definition and analogy. The perfect writing of an expository essay is how to process it by explaining, defining, analysing and classifying because this type of essay is based on facts and not on

## Abstract

The present study attempts to investigate the reasons behind the ignorance of the teacher written feedback and its effects on the improvement of writing. The chosen sample of the study was second year License students of English at Kasdi Merbah University of Ouargla and to achieve the purposes of the study researchers conducted two tests and administered a questionnaire. In the first test students wrote an essay about a free topic, and then the teacher corrects their essays by giving feedback, then return it to them after that students went through training sessions followed by the post-test. After the interpretation of the results, the researchers confirmed that feedback has a vital role in improving students' writing. In addition, the researcher proposed some implications for further studies.

**Key words:** feedback, writing skill, assessment, comments, drafts

## المخلص

تهدف الدراسة الحالية إلى الكشف عن أسباب تجاهل الطلبة للتغذية الراجعة الكتابية للاستاذ واثرها في تطوير كتاباتهم. العينة المختارة لهذه الدراسة هي السنة الثانية لغة انجليزية ليسانس من جامعة قاصدي مرباح ورقلة، وبلوغ أهداف هذه الدراسة اعد الباحث استبيان وقام بتوزيعه على الطلبة اضافة الى اجراء اختبارين تفصل بينهما حصص تدريبية. بحيث في الاختبار الاول يقوم الطلبة بكتابة مقال مع حرية اختيار الموضوع بعد ذلك يقوم الاستاذ بتصحيح المسودات وكتابة ملاحظات كتابية وإرجاعها للطلبة، وبعدها قام الباحث باجراء الاختبار الثاني بكتابة مقال آخر. نتائج الدراسة تثبت أن العينة التجريبية حسنت كتاباتها الإنشائية شكلا ومضمونا مما يؤكد أن التغذية الراجعة الكتابية لها دور في تطور مهارة الكتابة لدى الطلبة وختمت الدراسة باقتراحات لبعض الطلبة حول التغذية الراجعة الكتابية.

**الكلمات المفتاحية :** التغذية الراجعة الكتابية، مهارة الكتابة، التقييم الكتابي، ملاحظات، مسودات